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ABSTRACT

This curriculum guide for child care workers is oriented toward fulfilling the Maryland State requirements for personnel in early childhood programs. A tabulated summary of qualifications is presented for personnel in early childhood programs as required by State Departments of Health and Mental Hygiene, Education, Employment and Social Services. The suggested guides for training personnel who need 64 classroom hours in early childhood education are divided into the following sections: (1) points to consider when planning training; (2) interpretation of the regulations; and (3) curriculum guides for training. The curriculum guides consist of: (1) program for the children--play and related activities, routines and schedules, teacher-child-parent relationships; (2) areas child care personnel need to understand about preschool children--normal growth and development, self-concept, normal behavior and misbehavior, relationships with others, meaning of play, how young children learn, furnishing materials for play, adult role in play experiences, scheduling day, arranging indoor and outdoor play area , meals, staff relationships; (3) program topics--programs for young children, why are they good?, how is a good program developed?; (4) traditional approach--child growth and development and early childhood program as a learning environment; and (5) early childhood programs, growth and development, and the educational program. (KM)

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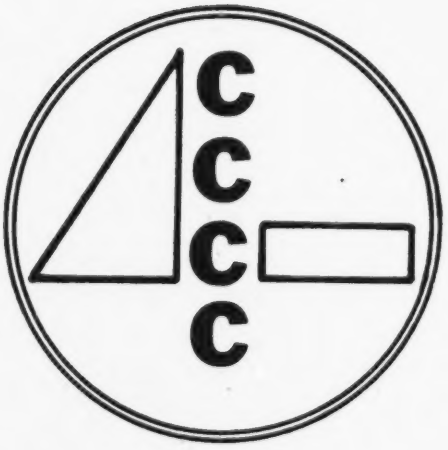
training for child care



SUGGESTED CONTENT for MINIMUM TRAINING REQUIREMENTS

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SUMMARY OF QUALIFICATIONS FOR PERSONNEL IN EARLY CHILDHOOD PROGRAMS AS REQUIRED BY THE STATE DEPARTMENTS OF HEALTH AND MENTAL HYGIENE, EDUCATION, EMPLOYMENT AND SOCIAL SERVICES

AND

SUGGESTED GUIDES FOR TRAINING PERSONNEL WHO NEED 64 CLASSROOM HOURS IN EARLY CHILDHOOD EDUCATION TO MEET REGULATIONS GOVERNING GROUP DAY CARE CENTERS OF THE MARYLAND STATE DEPARTMENT OF HEALTH & MENTAL HYGIENE

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Acknowledgments

This document originated when the Maryland 4-C Training Committee received requests for curriculum guides that could be used by trainers for day care center staff who needed 64 classroom hours in Early Childhood Education (Regulations Governing Group Day Care, 10.02.01). Such requests were made by Day Care Coordinators of the State Department of Health and Mental Hygiene and the colleges in Maryland.

The publication represents the thinking and experience of many persons in the fields of early childhood and day care. The suggested training guides were reviewed by the day care coordinators of the State Departments of Health and Mental Hygiene and the Maryland 4-C Committee.

We would like to particularly thank Laura L. Dittmann, editor of the document, Virginia Krohnfeldt and Marjorie Teitelbaum, who provided the staff leadership, and members of the Training Committee under the chairmanship of Emily Sharp who were directly responsible for the content.

The Maryland 4-C Committee regards this publication as a beginning point for those currently engaged in planning for training. Revisions will be required as experience with the document suggests additional ways to obtain our goals.

The curriculum guides outline the content for 64 classroom hours in early childhood education. However, any training for personnel needing the 64 classroom hours under the State Department of Health and Mental Hygiene Regulations, 10.02.01, must be approved by the State or local Departments of Health and Mental Hygiene prior to implementation.

Dr. Edward Davens, President
Maryland 4-C Committee

Dr. Edward Davens, President
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Summary of Qualifications for Personnel in Early Childhood Programs as Required by the State Departments of Health and Mental Hygiene, Education, Employment and Social Services

This summary was compiled by the following members of the Maryland 4-C Training Committee:

Catherine Brunner, Editor
Helen Baird
Marilyn Church
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Information is given on the requirements for staff, i.e., directors, teachers, senior staff, and aides, in early childhood programs under three different State Departments: Health and Mental Hygiene, Education, Employment and Social Services.

SUMMARY OF

QUALIFICATIONS FOR STAFF IN EARLY CHILDHOOD EDUCATION PROGRAMS

Agency	Personnel	Requirements						
				Education				
		Size of Center	Minimum Age	Basic Education	Teaching Experience	Additional Hours	Intent to Continue to Study	Experience
Md. State Dept. of Health and Mental Hyg.	Program Director of Group Day Care Centers	5-20 children	21	High School Dip. or Certificate of High School Equiv.	----	64 classroom hrs. in ECE directed toward needs of children ages 2 to 6	Shall indicate intent to continue training	----
Regulations Governing Group Day Care Centers		21-40 children	21	Minimum of 2 yrs. college credit from accredited college or univ.	----	64 classroom hrs. in ECE directed toward needs of children ages 2 to 6	Shall indicate intent to continue training	----
		41 or more children	21	Bachelor's Degree from accredited college with specialization in ECE or Child Dev.	2 yrs. teaching exp. or demonstrated ability to work with parents and adults	----	----	----
				or Bachelor's Degree from accredited college	2 yrs. teaching	64 classroom hrs. in ECE directed toward needs of children ages 2 to 6	Shall indicate need to continue training	----
Md. State Dept. of Health and Mental Hyg.	Director of Group Day Care Centers for the Mentally Retarded	----	----	Bachelor's Degree desirable	----	----	Shall indicate need to continue training	----

Agency	Personnel	Requirements						
				Education			Intent to Continue to Study	Experience
		Size of Center	Minimum Age	Basic Education	Teaching Experience	Additional Hours		
Md. State Dept. of Ed. Standards for Nonpublic Nursery Schools and Kindergartens	Coordinator and/or Educational Program Nonpublic Nursery Schools and Kindergartens	----	----	Bachelor's Degree from accredited college	Must have had at least 3 yrs. teaching experience	12 semester hrs. in ECE including both human growth and development and methods of teaching ECE must be a part of degree or in addition to degree	----	----
Public Schools	Director of Pre-School Programs in public (federally funded)	----	----	Preference to Master's Degree in ECE or Equivalent	----	----	----	----
Requirements as implemented by Md. State Dept. of Social Serv. for Programs operated by the agency	Supervisor, Group Day Care	----	----	Master's Degree in Social work or M.A. Degree	3 yrs. (2 in day care or related program (age))	12 credits in ECE		5 yrs. exp. in day care substitutes for M.A. Degree if holds a Bachelor's Degree with 24 credits in ECE
				M.A. Degree; 2 additional yrs. of experience may be substituted for the M.A. if applicant has a Bachelor's and 24 credit hrs. in ECE				

Full descriptions of requirements available from appropriate agency responsible for licensing, approving, or operating programs.

SUMMARY OF
QUALIFICATIONS FOR STAFF IN EARLY CHILDHOOD EDUCATION PROGRAMS

Agency	Personnel	Requirements				
			Education			
		Minimum Age	Basic Education	Additional Hours and Experience	Intent to Continue Study	Experience
Md. State Dept. of Health and Mental Hyg. Regulations Governing Group Day Care Centers	Senior Staff Member (responsible for a group)	21	High School Diploma or Certificate of High School Equivalence	64 classroom hrs. in ECE beyond high school specifically directed to needs of children ages 2 to 6	Shall indicate intent to continue training	----
Md. State Dept. of Ed. Standards for Nonpublic Nursery Schools and Kindergartens	Teacher in Approved nonpublic nursery school or kindergarten	--	Bachelor's Degree from an accredited institution	12 semester hrs. in ECE including both human growth and development and methods of teaching ECE must be part of degree or in addition to degree	----	----
	Teacher in Montessori School	--	Bachelor's Degree from an accredited institution	Montessori diploma for level teaching from an institution accepted by the State Dept. of Ed.	----	----
Md. State Dept. of Ed. Division of Certification	Teacher in Public School Kindergarten	--	Bachelor's Degree in ECE required for Standard Professional Certificate	Must earn 6 semester hrs. credit within 3 yrs. for renewal. Renewal granted for 7 yrs. Must qualify for Adv. Prof. Cert. during these 7 yrs. by earning Master's Degree	----	May substitute 2 yrs. successful teaching in lieu of student teaching
			Bachelor's Degree in Elementary Education	12 semester hrs. ECE must be earned for certification. Certificate must be kept valid.	Could earn 6 of the 12 credits in Approved In-Service	May substitute 2 yrs. successful teaching in lieu of student teaching
			Prov. non degree certificate (2 yrs. of college)	Must earn 6 semester hrs. each year leading toward meeting certification requirements	All credits Must be college credits	May substitute 2 yrs. successful teaching in lieu of student teaching

Agency	Personnel	Requirements				
			Education			
		Minimum Age	Basic Education	Additional Hours and Experience	Intent to Continue to Study	Experience
Requirements as implemented by Md. State Dept. of Social Services for Programs operated by the agency		--	Bachelor's Degree in ECE or human growth and development desirable			2 yrs. in preschool agency may be substituted for ECE degree if B.S. is held-plus 12 credits in ECE or Human Gr. and Devel.
			or Bachelor's Degree	Must earn 12 semester hrs. in ECE or Human Growth and Development within 2 yrs.		

Requirements for certificate in ECE for public school teachers available from Div. of Cert. - St. Dept. of Education. Full description of requirements for other positions available from appropriate agency for licensing, approving, or operating programs.

SUMMARY OF
QUALIFICATIONS FOR STAFF IN EARLY CHILDHOOD EDUCATION PROGRAMS

Agency	Personnel	Requirements					
		Education				Intent to Continue Study	Experience
		Minimum Age	Basic Education	Teaching Experience	Additional Hours and Experience		
Md. State Dept. of Health and Mental Hyg. Regulations Governing Group Day Care Centers	Staff Aide	16	----	----	Participation in Training opportunities shall be required during employment	----	Shall work under direction of a senior staff member
Md. State Dept. of Ed. Standards for nonpublic Nursery Schools and Kindergartens	Aide	--	----	----	All aides must be thoroughly prepared for their assigned duties and must be under the direct supervision of a staff member	----	Aides may be used to assist teachers but must not be used to supplement them or serve as long-term substitutes
----------	Aide Public Schools	--	----	----	----	----	----
Requirements as implemented by Md. State Dept. of Social Services for Programs operated by the agency	Aide	--	High School Diploma	----	----	----	Program experience with children ages 3 to 6. May substitute for 4 yrs. of Ed. at the rate of one year of experience for each 2 yrs. of education

Suggested Guides for Training Personnel Who Need 64 Classroom Hours in Early Childhood Education*

The suggested curriculum guides have been prepared by the following members of the Maryland 4-C Training Committee:

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Questions concerning the curriculum guides can be directed to the Maryland 4-C office, 1100 North Eutaw Street, Room 612, Baltimore, Maryland 21201.

*Regulations Governing Group Day Care Centers, 10.02.01, Maryland State Departments of Health and Mental Hygiene, 301 West Preston Street, Baltimore, Maryland 21201. Effective, December 1, 1971.

Points to Consider When Planning Training

A minimum of 64 classroom hours of training in early childhood education specifically directed to the needs of children ages 2 to 6 is required for certain personnel in day care centers, in order to meet regulations governing group day care centers of the Maryland State Department of Health and Mental Hygiene. The regulations, entitled Regulations Governing Group Day Care Centers (10.02.01), do not specify the content to be covered in the training. In this document, the Maryland 4-C through its Training Committee has undertaken to suggest appropriate content for the 64 classroom hours. However, any training for personnel needing these 64 classroom hours, must be approved by the State or local Departments of Health and Mental Hygiene prior to implementation.

Courses will be offered under various auspices--community colleges, four-year colleges, or agencies. Alternative models are suggested which might appeal to instructors who are to teach groups of differing educational backgrounds. Each of the models included here is considered valid, although the topics and their sequence of presentation differ from one model to another. The approach selected will depend upon an assessment of the needs and strengths of the students and the teacher. For the convenience of students and instructors, the work can be given in smaller units or as separate courses.

Background in the theory and the rationale for various components of the day care program is contained in the books and articles listed in Appendix A. It is a highly selective list compiled from the many publications which are available, and those publications included are for the purpose of giving instructors and students the ability to discuss the meaning of early childhood education among themselves and with the parents of the children in their groups. They represent a diversity in reading level as well as content.

Style or mode of presentation is not dealt with in this document. There is evidence that adults learn best, as do children, with a maximum amount of involvement and participation. For this reason, the Committee encourages teachers who use any of these curricula to reduce formal lecturing. Emphasis should be directed toward individualizing instruction with an effort to engage the participants actively in discussing and personally experiencing the content, the activities to be used with the children, and all other aspects of the work to be covered.

When planning any program for training program directors, senior staff, or aides in early childhood education, consideration should be given also to certain overriding questions. The answers to the following concerns will be as important as the curriculum itself in determining the long-range value of training:

What role will the person completing this program be qualified to fill?

Are there vacancies in the county for this position right now? If not, will there be jobs for those who complete the program?

What is the starting salary? What are the opportunities for advancement? How do these compare with other counties?

Can the courses be offered for college credit?

Are the credits transferable to other colleges and universities?

Does the program provide for field experiences which relate directly to the job that will be performed?

Members of the Training Committee of the Maryland 4-C will be available to assist local groups in finding solutions to these areas of critical concern.

Interpretation of the Regulations

REGULATIONS GOVERNING GROUP DAY CARE CENTERS, 10.02.01, STATE DEPARTMENT OF HEALTH AND MENTAL HYGIENE.

Program Directors and Senior Staff Members in charge of single groups

"shall have completed at least sixty-four (64) classroom hours in early childhood education, beyond high school, which are specifically directed to the needs of children ages two to six."

INTERPRETATION APPROVED BY DAY CARE COORDINATORS OF THE STATE DEPARTMENT OF HEALTH AND MENTAL HYGIENE.

Sixty-four classroom (clock) hours of training may be acquired through:

1) Courses offered by colleges
2) Courses offered by qualified teachers or trainers such as Day Care Coordinators or early childhood consultants
3) Approved in-service training conducted by qualified teachers or trainers such as Day Care Coordinators or early childhood consultants
4) An internship program approved by Day Care Coordinators
5) A combination of the above

'CONTENT - The 64 classroom hours should include two major areas related specifically to the needs of children ages 2 to 6.

I. Child Growth and Development
   - A. Methods of observing and recording
   - B. Heredity and environmental forces
   - C. Normal physical, emotional, social, intellectual development
   - D. Personality differences
   - E. Self-image
   - F. Role of parents and teachers in child's development

II. Educational Program in a Day Care Center
   - A. Learning through play
   - B. Teacher-child-parent relationships
   - C. Planning developmental experiences
   - D. Planning the overall program - routines and schedules
   - E. Selection and use of materials
   - F. Dealing with misbehavior
   - G. Keeping records on children

COURSES - children's literature, music, drama, language arts, child psychology, human growth and development, or a combination of these will not count for the whole 64-hour regulation, but will be considered and weighed for some credit by the Day Care Coordinators. When presenting credentials to the licensing agency, it is important to list such courses in addition to work done in the above areas.

GUIDE I
COURSE CONTENT FOR EARLY CHILDHOOD PERSONNEL
(64 Classroom Hours)

This guide begins with the daily experiences of the day care staff as a basis for integrating theory and practice. It is recommended that the instructor of the course visit the centers of the participants before the course begins in order to be aware of the levels of functioning of the enrollees.

This guide would be appropriate for an instructor who has had considerable experience in day care settings.

FIRST COURSE - THE PROGRAM FOR THE CHILDREN
(32 classroom hours)

1. PLAY (the basis of learning) AND RELATED ACTIVITIES

Dramatic and role playing, block and construction, creative play other than block building, manipulative, vigorous physical play.

Trips and exploring, music, art, literature, cooking, science, shop, and special construction projects.

a. How children play at successive developmental stages
b. What is taking place developmentally (socially, intellectually, physically, and emotionally in each type of play and activity)
c. Teacher's role in play
d. Planning for use and care of the indoor-outdoor play area: before, during, and after
e. Guides for teachers

ROUTINES AND SCHEDULES (why and how)

a. Arrival and departure
b. Eating with children: techniques, positive approaches, giving choices, basic nutrition
c. Bathroom: washing and toileting
d. Outdoor clothing: on, off, hanging up, degree of responsibility
e. Clean-up time (include leaving "projects" up)
f. Health checkup routine: how it works - basic health principles for the 2 to 6 year old
g. Nap time, rest periods
h. Transitions

This first course uses play, activities, and routines as the basis for workshops and discussion groups. The course should include the following aspects of growth and development:

> What to expect from young children: what their physical growth is like; what active bodies and active minds need; why young children behave as they do; some discussion of the intense imagination of young children.
>
> What the interests of a child are: what he likes to do; what (specifically) he spends his time doing; why he spends his time with a particular activity; what is happening to him developmentally when he plays with particular materials and equipment.
>
> The importance of the development of the ego: what a child thinks about himself; how he gets these thoughts; how adults can affect the child's self-concept; how a child's self-concept affects how he performs and what he does.
>
> How children form ideas: how they learn; the components of readiness; power and desire; how language develops in young children; how children use language.

At some point in this course, possibly accompanying an art activities workshop, attention should be given to how to evaluate an experience to determine whether or not it was a good experience in the eyes of the child and in the eyes of the teacher. Such an evaluation plays a role in determining what the next step ahead is for the child.

SECOND COURSE - RELATIONSHIPS: TEACHER-CHILD-PARENT
(32 classroom hours)

1. Relating to individual children, relating to a group of children, how, why it is important (includes teacher's background, experiences, beliefs, attitudes, feelings, outlook on life, thoughts about caring for children, interests, talents).
2. Adults relating to each other.
3. Understanding behavior: children's, teacher's, parent's.
4. Looking at attitudes (the step before change): the teacher, the parent, the child.

The second course is both a reinforcement and an extension of the first course. It deals with behavior, relationships, and feelings. It goes deeper into what the teacher really knows about individual children:

How children relate to other children: with whom the child plays; what role he tends to take when he is playing with other children; how he makes friends with other children.

How children relate to adults: how the child makes friends with adults; how he reacts to authority; how the child relates to teacher vs. aide when there are two adults in a group.

How adults relate to children: how adults make friends with children; how adults react to the way children behave; how the experiences which adults provide for children influence the way children feel about themselves; how the demands that adults make on children influence the way they feel about themselves and the way they function.

The need for adults to be aware of feelings: need for adults to be aware of what is in the child's background; that indeed children do have feelings; that feelings are different for different children at different times; not all children want to do the same thing at the same time; the importance of children learning to verbalize their feelings; how to interpret feelings for children; when the adult should interpret for children.

The importance of staff relationships: role clarification; motivation of staff; teacher's relationship to director or operator; director's relationship with teaching staff; awareness of what is in the adult's background: beliefs, attitudes, talents, interests, feelings.

How does the staff relate to parents: what role parents play in the day care center; what plans are made between staff and parents for ways of expressing home-center relationships; reasons for parent-staff communications; results for the children.

GUIDE II
COURSE CONTENT FOR CHILD CARE PERSONNEL
(64 Classroom Hours)

In teaching courses for child care staff, the instructor can help them become aware of the tremendous influence they have on the lives of the children who spend most of their waking hours away from their parents. This course can assist workers to develop respect for children as well as gaining confidence and skills which will enable them to provide appropriate experiences.

WHAT ARE THE AREAS CHILD CARE PERSONNEL NEED TO UNDERSTAND WHEN THEY SPEND THEIR DAYS WITH CHILDREN WHO GROW UP IN DAY CARE CENTERS?

1. NORMAL GROWTH AND DEVELOPMENT OF YOUNG CHILDREN

   What their physical growth is like--what it enables them to do.

   Which projects and activities are too difficult and should be avoided?

2. SELF-CONCEPT OF CHILD

   What a child thinks of himself--who influences this, and how does he get these ideas.

   How does a child's self-concept, or feelings about himself, affect how he functions--his learning, his relationships, his behavior?

   What adults in his life can do, and how.

3. NORMAL BEHAVIOR OF THIS AGE . . . AND MISBEHAVIOR

   Guidance and discipline which show understanding of the child and are aimed at promoting his growth.

   Setting guidelines and limits for the groups and for individual children.

   Understanding and dealing with "problem" children.

4. RELATIONSHIPS WITH OTHERS

   Understanding how youngsters relate to other people--children and adults.

How children make friends with each other (initiating, sustaining friendships). Roles they assume--active participant with others, or observer.

How adults make friends with the child. Observing to see what he is interested in, who he plays with. Developing skill of talking with children rather than at them. Initiating conversations of interest to the child.

How children deal with problems as they learn to share, to take turns, to work with others. How teachers can assist them in these processes, after they understand what is happening.

5. MEANING OF PLAY IN THE CHILD'S WORLD

Play as work rather than mere entertainment.

Play as a means of learning about the world--forming concepts and ideas.

Play as a means for learning and practicing skills.

6. HOW YOUNG CHILDREN LEARN

Forming concepts and ideas.

Importance of experience in developing ideas to think with, rather than just memorizing words to recite, or gaining "hollow" ideas.

Language--understanding how it develops. Encouraging talking among children and children, children and adults, whenever possible, rather than treasuring quietness and silence.

7. FURNISHING MATERIALS FOR PLAY

Areas to include:

- Dramatic play and role playing
- Blocks and other construction activities
- Art materials, particularly poster paints, fingerpaints, clay
- Science
- Books, poems, stories
- Music
- Outdoor play area and equipment
- Trips and excursions
- Holidays and special occasions (using appropriately, rather than as basis for curriculum)

Techniques in acquiring, preparing, arranging, and presenting materials for areas listed above. Demonstration and discussion.

8. ADULT ROLE IN PLAY EXPERIENCES

Initiating activity and getting children involved. Sustaining the activity through his or her presence and casual conversations with children, rather than monopolizing experience of doing it for the youngster. Letting the child's idea flourish.

Understanding what a child is trying to do in play experiences.

Observing individual children to get clues for planning future activities for each of them.

9. SCHEDULING DAY

Scheduling to fit children's needs, rather than adult convenience and desires.

Transitions without long waiting periods for the children where nothing is happening but "waiting."

10. ARRANGING INDOOR AND OUTDOOR PLAY AREAS

Play areas which are inviting to children and encourage them to work spontaneously with materials provided.

Outdoor equipment considered as part of the learning area.

11. MEALS - A TIME FOR CONVERSATIONS AND ENJOYING FRIENDS

Planning nutritional, appetizing meals.

Value of family-style service, child-size portions, and child participation.

Encouraging children to talk, rather than demanding silence while they are eating.

12. STAFF RELATIONSHIPS

Senior staff view of assistants--a co-worker, or helper, or "cleanup" person.

Aide's or assistant's view of his or her role, and of the senior staffer's role.

GUIDE III
COURSE CONTENT FOR EARLY CHILDHOOD PERSONNEL
(64 Classroom Hours)

This outline will suggest a sequence of topics for class sessions. The instructor is urged to expand each topic in terms of the background and work experience of the students. Selected references for the instructor's use in this way are listed at the end of the outline. There is no way to allocate hourly consideration of the topics, but the instructor is urged to build a sound understanding of I before proceeding to II. Also, diversifying the class sessions in Section II to provide the maximum opportunity for learning by doing will keep things moving.

TOPICS

I. Programs for young children

A. What are good programs?

1. Purposes

a. Educational
b. Supplementary care
c. Therapeutic care

2. Types

a. Supplementary care
b. Schools - nursery school, kindergarten - public-private
c. Family centers - parent-child, community, recreation
d. Compensatory - Head Start, hospitals, clinics

B. Why are they good?

1. Meet children's needs

a. Physical - muscle development, coordination, perceptual discrimination
b. Intellectual - inquiry skills, language skills, creative expression
c. Social - development of self-concept, ability to function in a group; use of dependent and independent behavior outside of the family group

2. Meet parents' needs

a. Purposes of program are understandable
b. Use of parents' knowledge about their child
c. Source of information on child development

II. How is a good program developed?

A. Planning

1. Need for identifying definite goals by day, week

2. Assessment of resources available

a. Equipment
b. Time

B. Implementation

1. Organizing the day

a. Indoor space - directed activities, free play
b. Outdoor space - equipment activities, directed games, free play

2. Selection of equipment

a. Variety needed - provision for physical, intellectual, social
b. Standards for choosing - safety, learning potential, durability
c. Sources - local, commercial, improvised

3. Selection of staff

a. Importance of friendly, warm adults
b. Unique capabilities of each one

C. Evaluation

1. Use of child's records

2. Staff conference

SUGGESTED RESOURCES

I. Programs

Books:

Hymes, J. L., Jr. A Child Development Point of View. Englewood Cliffs, N. J.: Prentice-Hall, 1955.

Hymes, James L. Teaching the Child Under Six. Columbus: Charles E. Merrill Publishing Company, 1968.

Mussen, Paul H., J. J. Conger, and Jerome Kagan. Child Development and Personality. New York: Harper & Row, 1963.

Stone, L. J. and J. Church. Childhood and Adolescence. Revised edition. New York: Random House, 1968.

Films:

Film lists are available from Head Start Resource Center, West Education Annex, University of Maryland, College Park, Maryland 20742; Curriculum Materials Center, Maryland State Department of Education Curriculum Center - Film Library, P. O. Box 8717, Friendship International Airport, Baltimore, Maryland 21240; State Department of Health and Mental Hygiene, 301 West Preston Street, Baltimore, Maryland 21201.

II. Planning Programs

Books:

Baker, Katherine Read. The Nursery School. 5th ed. Philadelphia: W. B. Saunders Co., 1971. (previous editions: Read, Katherine H.)

Hymes, James L. Teaching the Child Under Six. Columbus: Charles E. Merrill Publishing Company, 1968.

Leeper, Sarah H., et al. Good Schools for Young Children. 2nd ed. New York: The Macmillan Company, 1968.

Stant, M. A. The Young Child, His Activities and Materials. Englewood Cliffs, N. J.: Prentice-Hall, 1972.

Stone, J. Play and Playgrounds. Washington, D. C.: National Association for the Education of Young Children, 1970.

Taylor, Katherine W. Parents and Children Learn Together. 2nd ed. "Early Childhood Education Series." New York: Teachers College Press, Columbia University, 1967.

Pamphlets:

Designing the Child Development Center. Project Head Start. Washington, D. C.: Office of Child Development, Department of Health, Education and Welfare, 1971.

Equipment and Supplies. "Rainbow Series." Project Head Start. Washington, D. C.: Office of Child Development, Department of Health, Education and Welfare, 1971.

Kindergarten Portfolio. Washington, D. C.: Association for Childhood Education International, 1969.

Nursery School Portfolio. Washington, D. C.: Association for Childhood Education International, 1968.

Warner, Dianne and Jeanne Quill. Beautiful Junk. Project Head Start. Washington, D. C.: Office of Child Development, Department of Health, Education and Welfare, 1971.

GUIDE IV
COURSE CONTENT FOR EARLY CHILDHOOD PERSONNEL
(64 Classroom Hours)

A Traditional Approach to Training

In this approach, topics are arranged in accordance with the format of many textbooks in the field. Units are designed so that they can be broken up into short courses. In this way, content could be offered through weekend workshops, concentrated periods of time prior to opening a center, or similar patterns which might fit local needs. Two parts are suggested: Child Growth and Development and Early Childhood Program as a Learning Environment.

A. CHILD GROWTH AND DEVELOPMENT

Unit I - Child Development as a Field of Study

1. The field of child development has an interdisciplinary origin: psychology, physiology, sociology, all contribute. Information has been gleaned from experiment, observation, biography, autobiography, and other sources.

   Readings:

   Dinkmeyer, Don C. Child Development: The Emerging Self. Englewood Cliffs, N. J.: Prentice-Hall, 1964. (Chapter 1)

   Hymes, J. L., Jr. The Child Under Six. Englewood Cliffs, N. J.: Prentice-Hall, 1963.

   Hymes, James L. Early Childhood Education: An Introduction to the Profession. Washington, D. C.: National Association for the Education of Young Children, 1969.

   Jersild, Arthur T. Child Psychology. 6th ed. Englewood Cliffs, N. J.: Prentice-Hall, 1968. (Chapter 1)

Unit II - The Beginnings of Life

2. The child is a product of interacting forces. Heredity and environment interact. Development before birth can illustrate this fact.

Readings:

Dinkmeyer, Don C. Child Development: The Emerging Self. (Chapter 4)

Jersild, Arthur T. Child Psychology. (Chapter 2)

3. The family is a background for growth and development. Concept of maternal deprivation as a hazard.

Readings:

Bowlby, John. Child Care and the Growth of Love. 2nd ed. Baltimore: Penguin Books, Inc., 1965.

Dinkmeyer, Don C. Child Development: The Emerging Self. (Chapter 13)

Hymes, J. L., Jr. The Child Under Six.

Unit III - The Growing Child

4. The physical and psychological needs of children. Warmth, security, dependence and independence. Nutritional needs. Physical status.

Readings:

Breckenridge, Marian E. and Margaret N. Murphy. Growth and Development of the Young Child. Philadelphia: W. B. Saunders Co., 1969. (Chapters 44, 45)

Hymes, J. L., Jr. The Child Under Six.

Publications of Project Head Start. "Rainbow Series - Health and Nutrition." Washington, D. C.: Office of Child Development, Department of Health, Education and Welfare, 1971.

Film:

"Jenny is a Good Thing." Project Head Start. Washington, D. C.: Office of Child Development, Department of Health, Education and Welfare.

5. The socialization of the child. Feeding, sleeping, elimination. His experiences with others.

Readings:

Breckenridge, Marian E. and Margaret N. Murphy. Growth and Development of the Young Child. (Chapter 7)

Jersild, Arthur T. Child Psychology. (Chapters 4 and 9)

6. Motor development of the early years. Implications for the day care center.

Readings:

Breckenridge, Marian E. and Margaret N. Murphy. Growth and Development of the Young Child. (Chapter 9)

Jersild, Arthur T. Child Psychology. (Chapter 5)

Unit IV - The Mind and Feelings of the Child

7. Intellectual development. The growth of the child's mind. Measuring intelligence and its relationship to socio-economic factors. Development of language.

Readings:

Baker, Katherine Read. The Nursery School.

Dinkmeyer, Don C. Child Development: The Emerging Self. (Chapter 9)

Jersild, Arthur T. Child Psychology. (Chapters 14, 15, 16, 17)

8. The child's emotions and feelings. The stresses of childhood--fears and anxieties. The child's feelings about himself. Beginnings of understanding of sex role. Rivalries, guilt, and prejudice. Affection, joy, humor, and laughter.

Readings:

Baker, Katherine Read. The Nursery School. (Part 3)

Dinkmeyer, Don C. Child Development: The Emerging Self. (Chapter 9)

Hymes, J. L., Jr. The Child Under Six.

Jersild, Arthur T. Child Psychology. (Chapters 11 and 12)

9. Play as a means of interacting with the world. Learning through play, imagination and realism.

Readings:

Baker, Katherine Read. The Nursery School. (Chapter on "Dramatic Play")

Hartley, Ruth E., et al. Understanding Children's Play. New York: Columbia University Press, 1952.

Herron, Robin and Brian Sutton-Smith (eds.). Child's Play: Collected Readings on the Biology, Ecology, Psychology and Sociology of Play. New York: John Wiley & Sons, Inc. 1971.

Unit V - The Child as an Individual

10. The personality of the child. Concept of self. Stages of development. The origins and stability of personality differences. Individual differences.

Readings:

Dinkmeyer, Don C. Child Development: The Emerging Self. (Chapter 7)

Jersild, Arthur T. Child Psychology. (Chapter 12)

Scard, Ase G. Your Child is Growing. The World Organization for Early Childhood Education, 1969.

B. EARLY CHILDHOOD PROGRAM AS A LEARNING ENVIRONMENT

Unit VI - The Day Care Center as an Educational Environment

11. Who are the children in day care? Current society as it affects children.

Readings:

Baker, Katherine Read. The Nursery School. (Chapter on "Introducing the People")

Publications of Day Care and Child Development Council of America, 1401 K Street, N. W., Washington, D. C. 20025.

12. A healthy personality for children.

Readings:

Baker, Katherine Read. The Nursery School (Part 3. "Understanding Feelings")

Breckenridge, Marian E. and Margaret N. Murphy. Growth and Development of the Young Child. (Chapter 11)

Hymes, J. L. A Healthy Personality for Your Child. Washington, D. C.: U. S. Government Printing Office.

Jersild, Arthur T. Child Psychology. (Chapter 20)

Unit VII - How Children Learn

13. An overview of learning principles. Guided observation in centers and nursery schools.

Readings:

Baker, Katherine Read. The Nursery School. (Part 4)

Hymes, James L. Teaching the Child Under Six.

Unit VIII - Activities and Materials

14. The selection and use of materials. Blocks, stories, creative media, dramatic play.

15. Planning other educational experiences. Field trips - outdoor time.

Readings:

Daily Programs I, II, III. Project Head Start. "Rainbow Series." Washington, D. C.: Office of Child Development, Department of Health, Education and Welfare, 1971.

Leeper, Sarah H., et al. Good Schools for Young Children.

Unit IX - Planning

16. Planning the day: the overall program. Schedules and their adaptation. Age differences - group size - seasonal adaptation.

17. Arranging the physical environment; indoors and out.

Readings:

Daily Program I, II, III. Project Head Start. "Rainbow Series."

Leeper, Sarah H., et al. Good Schools for Young Children.

Unit X - Relating to the Family

18. Keeping records on the children. Observations, evaluations, finding the child's level.

19. Relationships with parents. Conferences and ways to bring them in.

Readings:

Baker, Katherine Read. The Nursery School.

Parents Are Needed. Project Head Start. "Rainbow Series."

Unit XI - Relationships in the Center

20. The roles of the adults. Relationships between senior staff, aides, and other personnel.

Additional Reading Suggestions

Books:

Almy, M. (ed.). Early Childhood Play. New York: Selected Academic Readings, 1968.

Dittmann, Laura. Children in Day Care With Focus on Health. Washington, D. C.: Department of Health, Education and Welfare, Welfare Administration, Children's Bureau (issued by Government Printing Office), 1967.

Gray, S., et al. Before First Grade. "Early Childhood Education Series." New York: Teacher's College Press, Columbia University, 1966.

Hamlin, Ruth, Rose Mukerji, and Margaret Yonemura. Schools for Young Disadvantaged Children. New York: Teacher's College Press, Columbia University, 1967.

Hymes, James L. Teaching the Child Under Six. Columbus: Charles E. Merrill Publishing Company, 1968.

Leeper, Sarah H., et al. Good Schools for Young Children. New York: The Macmillan Company, 1968.

Pamphlets:

Child Day Care Guidelines. Baltimore: Maryland State Department of Health and Mental Hygiene, 1966.

Creating With Materials for Work and Play. Leaflet 5. Washington, D. C.: Association for Childhood Education International, 1957.

Twelve Puppets to Make and Use. Prince George's County Public Schools, 1970.

Your Child From One to Six. Washington, D. C.: U. S. Government Printing Office.

Publications of:

Bank Street College of Education
610 West 112th Street
New York, New York

National Association for the Education of Young Children
1834 Connecticut Avenue, N. W.
Washington, D. C.

Project Head Start
Office of Child Development
Department of Health, Education and Welfare
Washington, D. C.

Regional Programming Office
University of Maryland
Head Start
College Park, Maryland

GUIDE V
COURSE CONTENT FOR CHILD CARE PERSONNEL
(64 Classroom Hours)

This day care in-service program is designed to fill the need of the beginning classroom personnel who plan to work with young children. It can be used as a training guide for volunteers and other day care personnel.

All persons who guide the growth and development of young children need an understanding of the child, his world, and the forces that influence him as well as the basic principles on what decisions are made with regard to the instruction and guidance of young children.

Relationships among the persons within a center also must be fully explored and discussed. The confidentiality of information about the children and their families is an essential element in any work in day care. In general, an understanding of one's relationship to the supervisory agency and to related community services is an important part of the preparation for workers in any day care center. A working knowledge of the functions and goals of existing community services for children and families is also useful.

A. Early childhood programs

1. Different types (administration and purposes)

a. Kindergarten
b. Nursery school
c. Day care - both public and private
d. Cooperative programs
e. Head Start

2. Brief study, observation, and evaluation of the above programs.

B. Early childhood growth and development - (1/3 of the time)

1. The family and its impact on the growth and development of children.

2. Environment and hereditary forces, their effect and affect.

3. Characteristics of the young child and their implications (stages)

4. Emotional development

   a. Self-concept - individual worth
   b. Relationships (peer adults - group - home)
   c. Responsibilities
   d. Success (through achievement)

5. Physical development

   a. Large and small muscles - individual skills
   b. Coordination
   c. Manual dexterity
   d. Creative movement
   e. Health and nutrition

6. Social development

   a. One's self
   b. Group experience
   c. Limits (discipline)
   d. Behavior - responsibility
   e. Expectancies of their culture

7. Intellectual growth

   a. Language development - self-expression
   b. Creative thinking
   c. Perception (auditory, visual)
   d. Concepts
   e. Awareness of world and environment
   f. Community resources available for children

C. The educational program ((2/3 of the time) (objectives - purposes - goals))

1. Room arrangement

2. Selection and use of materials

3. Interest areas and unrelated equipment and activities

   a. Books and related materials: to develop language; to browse and enjoy; for reference.
   b. Science: to arouse awareness of five senses; to incite curiosity and develop interest in nature; to experiment and explore; to encourage problem solving.
   c. Dramatic play: to develop creativity and imagination; to develop language.
   d. Art: to develop creativity and independence; to assert individuality; to achieve success.
   e. Music: to develop a sense of rhythm; to experiment with and respond to sound.

f. Manipulative activities: to develop hand-eye coordination; to practice recognizing forms; to develop muscles, sensory discrimination; to experiment with proportion and balance; to enjoy.

NOTE: Block play develops a foundation for mathematics. social sciences, languages, physical science, and problem solving.

g. Woodwork: to promote developmental skills.
h. Outdoor activity: to develop motor skills and small and large muscle coordination and independence; to enjoy and experiment with water; to encourage construction and problem solving.

NOTE: Observations, participation, conferences, and evaluations would be woven into these sessions.

Suggested Readings

Books:

Breckenridge, Marian E. and Margaret N. Murphy. Growth and Development of the Young Child. Philadelphia: W. B. Saunders Co., 1969.

Hamlin, Ruth, Rose Mukerji, and Margaret Yonemura. Schools for Young Disadvantaged Children. New York: Teacher's College Press, Columbia University, 1967.

Hymes, J. L., Jr. The Child Under Six. Englewood Cliffs, N. J.: Prentice-Hall, 1965.

Leeper, Sarah H., et al. Good Schools for Young Children. New York: The Macmillan Company, 1968.

Pamphlets:

Creating With Materials for Work and Play. Leaflet 5. Washington, D. C.: Association for Childhood Education International, 1957.

Osborn, D. K. and D. Haupt. Creative Activities for Young Children. Detroit: Merrill-Palmer Institute, 1964.

Appendix A

Suggested Background Reading

Suggested Reading List for Instructors
Intellectual Development

Books:

Almy, M. "Spontaneous Play: An Avenue for Intellectual Development," Early Childhood Education Rediscovered, ed. J. L. Frost, 354-359. New York: Holt, Rinehart and Winston, 1968.

Bingham, Alma. Learning How to Learn. Washington, D. C.: National Education Association, 1966.

Deutsch, M. "Facilitating Development in the Pre-school Child: Social and Psychological Perspectives," Preschool Education Today, ed. F. M. Hechinger, 73-104. New York: Doubleday and Co., Inc., 1966.

Gordon, Ira J. On Early Learning: The Modifiability of Human Potential. Washington, D. C.: Association for Supervision and Curriculum Development, National Education Association, 1971.

Hess, R. and V. Shipmen. "Early Experiences and the Socialization of Cognitive Modes in Children," Child Development, Vol. 36, 869-886. Society for Research in Child Development. Chicago: University of Chicago Press, 1965.

Hunt, J. "The Psychological Basis for Using Preschool Enrichment as an Antidote for Cultural Deprivation," Preschool Education Today, ed. F. M. Hechinger, 25-72. New York: Doubleday and Co., Inc., 1966.

Maier, Henry W. "The Cognitive Theory of Jean Piaget," Three Theories of Child Development, ed. Henry W. Maier, 75-143. New York: Harper & Row, 1965.

Omwake, E. "The Child's Estate," Modern Perspectives in Child Development, eds. Albert J. Solnit and Sally A. Provence, 577-594. New York: International University Press, 1963.

Piaget, Jean. "Cognitive Development in Children," Piaget Rediscovered, eds. R. E. Ripple and V. N. Rockcastle, 6-48. Ithaca: Cornell University Press, 1964.

Pamphlet:

Biber, R. Challenges Ahead for Early Childhood Education. Washington, D. C.: National Association for Early Childhood Education, 1969.

Suggested Reading List for Students
Intellectual Development

Books:

Baker, Katherine Read. The Nursery School. (Chapter on "Intellectual Development: The Process of Learning")

Hildebrand, V. Introduction to Early Childhood Education. New York: The Macmillan Company, 1971. (Part on "Fostering Mental Growth Through the Sciences," 136-166)

Wann, Kenneth D., Miriam S. Darn, and Elizabeth A. Liddle. Fostering Intellectual Development in Young Children. New York: Teacher's College Press, Columbia University, 1962.

Pamphlets:

Biber, B., et al. Promoting Cognitive Growth: A Developmental-Interaction Point of View. Washington, D. C.: National Association for the Education of Young Children, 1971.

Roeper, A. and E. Sigel. Finding the Clue to Children's Thought Processes. Reprinted from Young Children. Washington, D. C.: National Association for the Education of Young Children, 1971.

Weikart, D. P., et al. The Cognitively Oriented Curriculum: A Framework for Preschool Teachers. Washington, D. C.: National Association for the Education of Young Children, 1971.